

Research on the Teaching Reform of “Basic Japanese” Against the Background of New National Standard*

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Abstract—As the main course of Japanese major in Chinese colleges and universities, the teaching of Basic Japanese plays a supporting and fundamental role in Japanese teaching. At present, overly concern on vocabulary and grammar in the teaching of Basic Japanese has made its teaching present a static and mechanical condition, lack of individuality and practicality, which has greatly reduced the quality and efficiency of the teaching of Basic Japanese and even the teaching of Japanese specialty. This paper first analyzes the problems existing in the teaching of Basic Japanese in China's colleges and universities, sets up the teaching idea of "taking students as the main body and ability cultivation as the core", promotes reform practices that enrich teaching methods and update teaching models, and explores the feasible strategies for the teaching reform of Basic Japanese course against the background of "New National Standard".

Keywords—Basic Japanese; “new national standard”; problems; teaching ideas

I. INTRODUCTION

National Standard of Undergraduate Teaching Quality for Japanese Majors in Higher Colleges and Universities (hereinafter referred to as the "New National Standard") points out that the teaching of Japanese major in colleges and universities aims to cultivate Japanese professionals who not only possess solid Japanese basic skills and professional ability, but also have Japanese application ability, cross-cultural communication ability, speculative ability, research ability, independent learning ability and good comprehensive quality. [1] With the increasing demand for Japanese professionals and the development of Japanese majors in colleges and universities, the number of Japanese students in China is growing day by day, but there is still a shortage of Japanese talents who truly meet the needs of the Japanese talent market and China's opening up. Now, there is a large demand for Japanese talents in translation, trade, marketing, e-commerce and other fields. In particular, high-quality compound Japanese talents with professional knowledge of Japanese and professional skills of other fields are in short supply. Against this background, it is imperative to drive

forward the teaching reform of Japanese major in colleges and universities and enhance the quality and efficiency of Japanese talent training, which is undoubtedly an important task in the field of Japanese teaching.

As the main course of Japanese major in Chinese colleges and universities, the teaching of Basic Japanese plays a supporting and fundamental role in Japanese teaching, and the teaching reform of Basic Japanese course also occupies a core position in the teaching reform of Japanese major. Basic Japanese is a compulsory course for freshman and sophomore majoring in Japanese. It starts from the most basic Japanese Kana and pronunciation. Through the teaching of vocabulary, grammar, sentences, texts, this course trains students' skills in listening, speaking, reading, writing and translation, gradually cultivates their comprehensive application ability and communication ability of Japanese, and guides them to learn and master certain social and cultural knowledge of Japan, so as to lay an important foundation for senior Japanese majors to learn Japanese. Basic Japanese focuses on vocabulary and grammar learning, and lays emphasis on the authenticity and functionality of the language. It is taught through examples with story and Japanese culture, gradually enriching students' Japanese vocabulary and deepening grammar learning. Although the emphasis on vocabulary and grammar has laid an important foundation for senior students to learn Japanese, it also has made the teaching of basic Japanese show a static and mechanical condition, lack of individuality and practicality. These defects in the teaching process are found in the teaching of Basic Japanese of various colleges and universities in different levels. To a large extent, these defects reduce the quality and efficiency of the teaching of Basic Japanese and even Japanese major, which is not conducive to stimulating students' interest in learning and cultivating their independent learning ability. As a result, it will exert a long-term adverse effect on the improvement of students' ability of using Japanese language and their comprehensive quality. Therefore, against the background of new situation and "New National Standard", it is necessary to discuss the teaching reform of Basic Japanese. On the basis of summarizing the subject of teaching reform of Basic Japanese against the background of "New National Standard", this paper first analyzes the problems existing in the teaching of Basic Japanese in China's colleges and universities, sets up the teaching idea of "taking students as the main body and ability cultivation as the core", promotes reform practices that enrich teaching methods and update teaching models, and

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explores the feasible strategies for the teaching reform of Basic Japanese course against the background of "New National Standard".

II. EXISTING PROBLEMS IN THE TEACHING OF BASIC JAPANESE

In 2016, Professor Liu Liguo interpreted the "New National Standard" and emphasized the problem of cultivating students' critical thinking and innovation ability mentioned in the "New National Standard" at the second national high-end forum on teaching reform and development of Japanese major in colleges and universities. He also points out that the cultivation of critical thinking and innovation ability has become an important part of the educational field, especially in the process of teaching reform. Only those who have the ability of critical thinking and innovation can adapt to the development of national society. It is an important basic teaching work to train students' autonomous learning ability and comprehensive language application ability. On this basis, universities can convey more Japanese talents with critical thinking and innovative ability to China. [2]

At present, the people-oriented talent cultivation idea has not been given nearly enough attention in the teaching of Basic Japanese in colleges and universities. Basic skills in listening, speaking, reading, writing, and translation have always been the teaching focus of Basic Japanese, but both teachers and students ignore the cultivation and improvement of language application ability and communicative ability due to the monotonous and rigid teaching of knowledge and skills. The cultivation of critical thinking and innovation ability is out of the question. In general, the main problems existing in the teaching of Basic Japanese in colleges and universities mainly are as follows. First, teaching ideas are relatively obsolete. Despite the fact that teachers and students spend a lot of time in teaching and learning of Basic Japanese respectively, there exists the problem of emphasizing "quantity" rather than "quality" affected by the "exam-oriented" concept. In the course of Basic Japanese, students learn more about the knowledge and skills required by the exam, rather than Japanese application ability and communication ability. Due to the lack of ability training, many students are too dependent on teachers and unable to think independently and study independently. Their practical application ability is not improved at all, even they will be lazy to learn. Second, the content of textbooks is divorced from reality. Generally speaking, Basic Japanese is compiled by following the principle of being close to life. However, as social life changes quickly, the vocabulary and texts in textbooks are gradually divorced from the actual learning life of contemporary college students, which affects students' interest in learning and enhances the difficulty for students to transform Japanese knowledge and skills into practical Japanese application ability. Besides, Basic Japanese is difficult in grammar and highly professional in relevant instructions, which is more difficult for freshmen who have never been involved in Japanese, so that they are unable to conduct effective self-study based on textbooks. Third, the teaching mode is relatively single. Although teachers introduce multimedia assisted instruction in the process of classroom teaching, there is still a problem that

they only lay stress on its "form". In spite of adopting the multimedia teaching, a necessary way of teaching model reform, advantages of multimedia teaching have not been brought into full play. Just changing teacher's "writing a blackboard" into "broadcasting a PPT" has actually increased the difficulty for students to record key content in the classroom.

III. TEACHING REFORM STRATEGIES OF BASIC JAPANESE

Against the background of "New National Standards", to promote the teaching reform of Basic Japanese, changing the teaching ideas is necessary. That is to say, colleges and universities should abandon the previous old teaching ideas including "teachers teaching actively, students learning passively" and "focusing on test results", and establish a new "student-centered and ability-centered" teaching idea. The student-centered and ability-centered teaching idea is an organic whole which complements and promotes each other. The so-called student-centered teaching idea is to pay full attention to students' learning needs and personalized characteristics, strengthen the interaction between students and teachers, and between students in the knowledge imparting, and design teaching activities based on ability training, so that students acquire Japanese application ability and communication ability after the learning of Basic Japanese. In the design of specific teaching activities, teachers should make teaching contents diversified on the basis of imparting basic knowledge and skills, help students to specify a reasonable learning plan according to the learning situation of each student, establish cooperative learning groups in classroom teaching, and adopt the problem-based teaching method, so that students can think in the process of problem solving and achieve win-win cooperation in communication. In view of the findings from study groups, teachers should maintain a tolerant attitude to give timely comments, cut into the problem from multiple perspectives for discussion, and further stimulate students' divergent thinking and innovative thinking. The important guarantee to practice the "students-centered and ability-centered" teaching idea is that teachers should possess critical thinking and innovation ability. Only when teachers who are good at thinking and make positive innovations inspire and guide students to discover, think about and solve problems, and apply innovation into all aspects of teaching activities, can they enrich teaching means and continuously stimulate students' subjective initiative in the learning process.

There is no doubt that classroom teaching plays a vital role in the whole teaching activity. The textbook of Basic Japanese provides a basic blueprint for the classroom teaching of this course. Teachers should change the traditional teaching model of "repeating what the book says", and appropriately "increase or decrease" the content of teaching materials, which means to reduce the knowledge that students generally acquire and the knowledge that is too difficult for current teaching level and increase the practical content closely related to students' learning and life. Teacher should elaborate on the main points, teach the general content in an extensive way or assign tasks to study groups, and set aside enough time for discussion in study groups and interaction between teachers and students. Promoting the thinking in the communication and simulating

the actual context of language use can guide the students to understand the applicable language environment of grammars and the background culture and thinking mode of Japanese, thus really improving students' ability to use Japanese and mobilizing students' subjective initiative in learning Basic Japanese.

The use of information technology has been a consensus in contemporary teaching practice, and it is no exception in the teaching of Basic Japanese. In the classroom teaching, teachers should use abundant multimedia teaching means, and enrich the previous simple teaching and blackboard-writing into a three-dimensional teaching method including sound, light, electricity and picture. Especially in the teaching and training of Japanese listening and speaking, universities can build a relatively real language environment, correct students' pronunciation, and improve students' ability to use Japanese for communication in virtue of Japanese original sound films, short films and dialogues. The advancement and intelligence of information teaching means are not only reflected in the application of multimedia means of classroom teaching, but also in the network interconnection of pre class, in class and after class. Nowadays, smart phones have become very common. It can be said that almost all teachers and students use smart phones in their daily life. The "offline and online" teaching mode based on network teaching platform and smart phones can greatly upgrade the quality and efficiency of courses. Universities should set up the learning module of Basic Japanese on the online teaching platform that can log in with smart phones, and establish a new teaching mode of Basic Japanese through the release of network learning content, self-study monitoring and communication interaction. Before class, universities should release the key content and preview outline for the course, and require students to complete preview tasks by themselves, to have a comprehensive understanding of what they have learned in this course and to study the general content by themselves, so that teachers can focus their time and energy in classroom teaching to explain the key points of the course and set aside some time for classroom communication and interaction. After class, universities should release course assignments and relevant review contents, post videos, audio, PPT, Web links and other expanded learning contents in the teaching module of Basic Japanese on the platform based on students' course learning progress, put forward issues to be reviewed, and ask students to complete them in the form of study group as far as possible, so as to consolidate what they have learned and communicate with each other for mutual improvement. [3] Teachers should lay emphasis on the monitoring of students' independent learning progress and quality in the process of pre-class preview and after-class review by means of network teaching platform. Beyond that, teachers should not only supervise students' "clock in" and learning time on the platform, but also make full use of "online" communication to timely supervise and guide students' autonomous learning. In class, teachers should timely test students' independent preview and group review outcomes to realize a virtuous circle of "online" and "offline" and in-class and after-class, and jointly promote the improvement of the teaching reform of Basic Japanese.

IV. CONCLUSION

As a basic course for Japanese majors in colleges and universities, the teaching quality of Basic Japanese affects the students' learning of Japanese professional knowledge, and the improvement of Japanese language application ability, critical thinking skills, innovation ability and independent learning capability. Language study can be obtained quickly, and the reform of course teaching and improvement of teaching quality of Basic Japanese can not be accomplished in an action. The college should adhere to the teaching concept that "takes students as the center and regard ability training as the core", take advantage of Internet thinking and network information approaches and construct new teaching mode. In addition, it should also scientifically and rationally design the teaching activities of Basic Japanese, and send more high-quality Japanese professionals for the development of the country and society.

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